



## Indiana Department of Education

**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

### ***Monthly Performance Report for Schools, Lead Partners and TSO***

*Federal funds are designed to support school improvement plans that take a new, innovative and systemic approach to improving student achievement and school quality. As a school or school partner working towards swift and sustainable improvement you are required to submit a monthly update to the IDOE Outreach Office for School Improvement and the State Board of Education.*

*The report is designed to meet the federal requirement for schools in priority and focus status as well as provide information that is based on school and student data.*

*The report template allows for personalization that matches the school improvement plan you have submitted but also forces the alignment of goals to research based Turnaround Principles from the USDoE (Core Question 1). The Turnaround Principles are classified into three domains: Readiness to Learn, Readiness to Teach and Readiness to Act. Information on these three domains and association nine turnaround principles can be found on the IDOE website at [www.doe.in.gov](http://www.doe.in.gov). Core Questions 2 & 3 also align to Turnaround Principles, and Core Question 4 is for TSO operators only.*

*Your regional outreach coordinator will be available to assist you on behalf of the IDOE as you complete this monthly report.*

***Please use the reference numbers (1-9) associated with the Turnaround Principles below in each response for Core Questions 1-4.***

#### ***Readiness to Learn***

- 1. Strong Instructional Program: Implementation of instruction system that is research based, rigorous and aligned with State academic content standards*
- 2. School Environment: Creation of a school climate that is safe and disciplined.*
- 3. Supportive School Culture: System that supports students' social, emotional and health needs that improves school safety and supports*
- 4. Family & Community Involvement: School provides a mechanism for engaging family and community*

**Readiness to Teach**

5. *Effective Teaching and Instruction: Creation of a system that supports teacher growth through multiple opportunities of professional development.*
6. *Data Informed Instruction: System that holds teachers and staff accountable for student achievement and allows for differentiated support for all students.*
7. *Data Driven Decision Making: System of collaboration exists that allows for consistent, on-going opportunities for staff to use data to inform instruction.*

**Readiness to Act**

8. *Strong Leadership: Ability to make mission-driven decisions about people, time, money and program.*
9. *Time: Redesign of the School Day, Week or year to allow for additional time for student learning and teacher collaboration*

**Directions for Report Completion and Submission Expectations:**

Please submit to Outreach Office for School Improvement by the third Friday of the Month September- June. Email delivery is preferred to [Rmcknight@doe.in.gov](mailto:Rmcknight@doe.in.gov) and [lnaughton@doe.in.gov](mailto:lnaughton@doe.in.gov). If called upon to present at the State Board of Education meeting the data in this template should be accompanied by a power point representation of information. At a minimum you will be called upon to present at least once a year.

**Core Question 1: Is the educational program a success?**

This question allows for you to articulate each goal in the School Improvement Plan. The expectation is for data to accompany your communication “performance indicators.” The data when possible should be broken down into disaggregated student groups. This data will serve as evidence of the success towards each goal.

**Core Question 2: Is the school providing appropriate conditions for success?**

Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate \*see SIP goal #\_\_\_” within column 1 if this exists.

**Core Questions 3: Is the organization effective and well run?**

Data submitted with this core question may also be data used if aligned to a school goal around appropriate school conditions. Please indicate \*see SIP goal #\_\_\_” within column 1 if this exists.

**Core Question 4: Is the organization in sound fiscal health?**

To be answered by TSO partners only

Indianapolis Public Schools  
John Marshall Community High School  
March 21, 2014

Core Question 1: Is the educational program a success? *School Specific Indicators-these will be different for all schools and updated annually.						
School Goals as Stated in School Improvement Plan		Key Performance Indicators *May have multiple indicators. Please provide data to support each indicator, and when applicable, provide disaggregated data as well.	Baseline	Target	Next steps	Turnaround Principle Alignment
<b>Goal 1</b> Administrators and staff will increase the effectiveness with which school operations are perceived to support student learning as measured by quarterly surveys completed by all school personnel		<b>1a. Data will be gathered</b> regarding the perceived effectiveness of overall <b>school operations</b> in multiple areas including enrollment, the master schedule, student attendance, substitute teachers, classroom supplies, textbooks, teachers' guides, technology, room keys, copies, school calendar, discipline, communication, and clarity of roles and responsibilities.	Survey was administered to school personnel utilizing Survey Monkey the week of August 5, 2013. Results attached.	Increase the effectiveness of school operations with emphasis on student learning.	Re-administer survey at the beginning of second nine weeks.	<u>Turnaround Principle #1:</u> Provide strong leadership.

<b>Goal 1 (Continued)</b> Administrators and staff will increase the effectiveness with which school operations are perceived to support student learning as measured by quarterly surveys completed by all school personnel	<b>As Of 11-14-14</b>			Administrators selected two areas to focus on for the first nine weeks. Attached is an analysis of survey one to two.	Re-administer survey at the beginning of the third nine weeks.	
	<b>As of 12-17-13</b>			iPad carts issued to three teachers for use in class for remainder of quarter based on teacher applications	Re-administer survey at the beginning of the third nine weeks.	
	<b>As of 2/20/14</b>			Computer lab schedule created and utilized by middle school teachers for Acuity practice during Success. iPad carts still being utilized by three teachers.	Re-administer survey at the beginning of the fourth nine weeks.	
	<b>As of 3-21-14</b>			The third administration of the staff was survey was administered week of March 3, 2014. Teachers received directions that their responses were to reflect their experience with the former administration.	Re-administer survey at the end of the 4 <sup>th</sup> 9 weeks.	

<p><b>Goal 1 (Continued)</b></p> <p>Administrators and staff will increase the effectiveness with which school operations are perceived to support student learning as measured by quarterly surveys completed by all school personnel</p>		<p><b>1b.</b> The ILT and Administrative team will identify <b>strategies and responsible parties to improve</b> specific and prioritized school operations based on each quarter's survey results and distribute these to staff within the first four weeks of each quarter along with the results of the previous quarter's plan.</p>	<p>Compare the first results to the second administration to develop strategies on school operations.</p>	<p>The Administration selected:</p> <p>Question 11 – How often did you schedule your class to work with computers on wheels (COW), as a target area. First Administration response was:</p> <p>Never- 46.88%</p> <p>Quarterly- 25%</p> <p>Monthly- 9.38%</p> <p>Bi-Weekly- 6.25%</p> <p>Weekly- 12.50%</p> <p>Question 12 - How often did you schedule your class to work with IPad, as a target area. First Administration response was:</p> <p>Never-78%</p> <p>Quarterly-6.25%</p> <p>Monthly-3.13%</p> <p>Bi-weekly-0%</p> <p>Weekly-12.50%</p> <p>Strategy was developed to improve above responses. Teachers received the opportunity to complete an application for use of an IPad cart for the semester. Teachers were to explain how the use of the carts would impact student achievement in their classrooms. Data will be reviewed at the end of the semester.</p>	<p>Results from the second survey will be compared to the first. Special attention will be given to results to question 11 and 12. Administrative Team and Instructional Leadership Team will review data, and selection area to emphasize for the next 9 weeks.</p>	<p><u>Turnaround Principle #1:</u> Provide strong leadership.</p>
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<b>Goal 1 (Continued)</b>  Administrators and staff will increase the effectiveness with which school operations are perceived to support student learning as measured by quarterly surveys completed by all school personnel	<b>As Of 11-14-13</b>	<b>1b (continued).</b> The ILT and Administrative team will identify <b>strategies and responsible parties to improve</b> specific and prioritized school operations based on each quarter’s survey results and distribute these to staff within the first four weeks of each quarter along with the results of the previous quarter’s plan.		<p>Question 11 results:</p> <table><tr><td>Resp.</td><td>Sur.1</td><td>Sur. 2</td></tr><tr><td>Never</td><td>47%</td><td>65%</td></tr><tr><td>Quarterly</td><td>25%</td><td>7%</td></tr><tr><td>Monthly</td><td>9%</td><td>16%</td></tr><tr><td>Bi-weekly</td><td>6%</td><td>7%</td></tr><tr><td>Weekly</td><td>13%</td><td>5%</td></tr></table> <p>Question 12 results:</p> <table><tr><td>Resp.</td><td>Sur.1</td><td>Sur. 2</td></tr><tr><td>Never</td><td>78%</td><td>82%</td></tr><tr><td>Quarter or less</td><td>6%</td><td>7%</td></tr><tr><td>Monthly</td><td>3%</td><td>5%</td></tr><tr><td>Bi-weekly</td><td>0%</td><td>4%</td></tr><tr><td>Weekly</td><td>13%</td><td>2%</td></tr></table> <p>A complete analysis is attached to this document.</p>	Resp.	Sur.1	Sur. 2	Never	47%	65%	Quarterly	25%	7%	Monthly	9%	16%	Bi-weekly	6%	7%	Weekly	13%	5%	Resp.	Sur.1	Sur. 2	Never	78%	82%	Quarter or less	6%	7%	Monthly	3%	5%	Bi-weekly	0%	4%	Weekly	13%	2%	Results from the third survey will be compared to the second survey. Special attention will be given to results to questions 11 and 12. Administrative Team and Instructional Leadership Team will review data, and selection area to emphasize for the next 9 weeks.	
	Resp.	Sur.1	Sur. 2																																							
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<b>As Of 12-17-13</b>				Survey will be re-administered at the beginning of third nine weeks.																																						
<b>As of 2/20/14</b>				Survey was not administered in January.	Survey scheduled to be re-administered at start of fourth nine weeks.																																					
<b>3-21-14</b>				Survey was administered week of March 3, 2014. New Principal arrived February 17, 2014. Systems of accountability are being implemented.	Re-administer survey at the end of fourth nine weeks.																																					

<b>Goal 1 (Continued)</b> Administrators and staff will increase the effectiveness with which school operations are perceived to support student learning as measured by quarterly surveys completed by all school personnel		<b>1c.</b> Principal will persist in reframing the existing perceptions, expectations and execution of <b>administrative and ILT meetings</b> to strengthen their focus on school goals and more effectively use the distributed leadership model.	Meetings were random during the 2012-2013 school year.	Administrative Meetings will take place every Thursday of the month, afterschool, when school is in session.  Instructional Leadership Meetings will take place on the 2 <sup>nd</sup> and 4 <sup>th</sup> Wednesday of the month, afterschool, when school is in session. Minutes will be taken.	Calendar out the meetings; create an agenda prior to each meeting. Take minutes at the meetings.	<u>Turnaround Principle #1:</u> Provide strong leadership.
	<b>As of 11-14-13</b>	<b>1c (continued).</b> Principal will persist in reframing the existing perceptions, expectations and execution of <b>administrative and ILT meetings</b> to strengthen their focus on school goals and more effectively use the distributed leadership model.		ILT Meeting are on the School Wide Calendar. Minutes are taken. Sample copy of minutes attached.	Continue to calendar out the meetings, create an agenda prior to each meeting. Take minutes at the meetings. Additionally, email minutes of meeting to faculty to increase communication among staff.	
<b>Goal 1 (Continued)</b> Administrators and staff will increase the effectiveness with which school operations are perceived to support student learning as measured by quarterly surveys completed by all school personnel	<b>As of 12-17-13</b>			ILT meetings are held on the second and fourth Wednesdays of each month. ILT minutes are distributed to entire staff.	ILT will utilize Acuity B and December ECA scores to assess current interventions and plan future interventions.	

<p><b>Goal 1 (Continued)</b> Administrators and staff will increase the effectiveness with which school operations are perceived to support student learning as measured by quarterly surveys completed by all school personnel</p>	<p>As of 3-21-14</p>			<p>New Principal arrived 2-17-14. Leadership teams have been reorganized as follows: Administrative Team meets weekly. Principal, Assistant Principals and Dean. Instructional Team meets weekly. Principal and 4 coaches. Student Services Team meets weekly. Principal, counselors, social worker and parent liaison.</p>	<p>Administrative Teams focuses on Instruction, discipline and overall school.  Instructional Team focuses on District Data, School Data, Teacher Data and the planning of Professional Development.  Student Services Team focuses on students. Senior Graduation rate is a focus at this time.</p>	
<p><b>Goal 2</b>  A quarterly, comprehensive professional development plan will be developed, implemented and evaluated.</p>		<p>2a. A <b>comprehensive professional development plan</b> for teachers, administrators and others will be collaboratively developed, implemented, and evaluated for each quarter of the school year.</p>	<p>Professional Development in the past 3 years has failed to impact student achievement.</p>	<p>Professional Learning communities are taking place, weekly, on Tuesdays, during the school day presented collaboratively by Coaches and Lead Partner</p>	<p>Administrators will evaluate implementation of strategies as they give feedback during walk-throughs and teacher observations.</p>	<p><u>Turnaround Principle #2:</u> Ensure that teachers are effective and able to improve instruction.</p>



<b>Goal 2 (continued)</b> A quarterly, comprehensive professional development plan will be developed, implemented and evaluated	<b>As of 10/3/13</b>			Faculty Meetings have been reorganized, taking place the 1 <sup>st</sup> and 3 <sup>rd</sup> Wednesdays of the month. Professional Development is delivered on high impact strategies that will strength core instruction of all classrooms. Presented by Coaches and Lead Partner.	To strengthen Bellringer implementation, the 14 teachers delivering the lessons will participate in training on Oct. 21 and 28 <sup>th</sup> , Nov. 4 <sup>th</sup> and 18 <sup>th</sup> Dec. 2 <sup>nd</sup> and 9 <sup>th</sup> . Data Chats will begin October 28 <sup>th</sup> 2013, and reoccur weekly.	
	<b>As of 11-14-13</b>	2a (continued). A <b>comprehensive professional development plan</b> for teachers, administrators and others will be collaboratively developed, implemented, and evaluated for each quarter of the school year.		Bell Ringer implementation has begun. Teachers have participated in training on Oct. 21 and 28 <sup>th</sup> , Nov. 5 <sup>th</sup> . Data Chats have taken place on October 30 <sup>th</sup> and Nov. 6 <sup>th</sup> .	Bell Ringer Training will take place Nov. 19 <sup>th</sup> , Dec. 3 <sup>rd</sup> , and Dec. 17 <sup>th</sup> . Data Chats will take place Dec. 4 <sup>th</sup> , 11 <sup>th</sup> and 18 <sup>th</sup> .	
	<b>As of 12-18-13</b>	2a (continued). A <b>comprehensive professional development plan</b> for teachers, administrators and others will be collaboratively developed, implemented, and evaluated for each quarter of the school year.		Bell Ringer Training took place Nov. 19 <sup>th</sup> , Dec. 3 <sup>rd</sup> , and Dec. 17 <sup>th</sup> . Data Chats will take place Dec. 4 <sup>th</sup> , and 11 <sup>th</sup> . Data Chats took place each Wed. the month of November and December.	Bell Ringers, Formative Assessments, Data Chats will continue. Additionally, Bimonthly discussions will take place with teachers on HOW to teach standard prior to teaching. SEE ATTACHED.	

<b>Goal 2 (continued)</b> A quarterly, comprehensive professional development plan will be developed, implemented and evaluated	<b>As of 2-20-14</b>	2a (continued). A <b>comprehensive professional development plan</b> for teachers, administrators and others will be collaboratively developed, implemented, and evaluated for each quarter of the school year.		During Feb. there has been an increase of PD with Math and ELA Lesson Planning every other Tuesday with the Voyager content consultant. Data Chats continue every Wednesday along with the every other Tuesday afternoon PD for Math and ELA Teachers. Please see attached plan.  Assistant Principal, Academic Coaches and Sp.Ed. Coaches work together to develop PD for teachers during Tuesday PLC. Please see attached February plan.	Agendas have been developed to assist in focusing the meetings. Please see attached examples of the agendas.	
	<b>As of 3-21-14</b>			New Principal arrived 2-17-14. Grade 7-12 Teachers trained in using the 6+ Traits Writing Rubric. Teachers were also trained in the use of/ Acuity Data.	Teachers will receive their first Training on Corrective Instruction the week of March 17 <sup>th</sup> .	

<b>Goal 2 (Continued)</b> A quarterly, comprehensive professional development plan will be developed, implemented and evaluated.		2b. A structure, system and content for <b>new teacher onboarding</b> will be developed and implemented for every new teacher hired to work in the school throughout the year.	New teacher onboarding has been random in past school years.	Lead Partner has and will meet regularly with new teachers throughout school year. -classroom visitation with debriefings. -After school meetings on timely topics. Classroom Management Midterm Grades Parent conferences Electronic systems Instructional Resource.	Lead Partner will continue to support new teachers. A notebook of support materials and topics is being developed.	<u>Turnaround Principle #2:</u> Ensure that teachers are effective and able to improve instruction.
	<b>As of 11-14-13</b>	2b (continued). A structure, system and content for <b>new teacher onboarding</b> will be developed and implemented for every new teacher hired to work in the school throughout the year		Oct. 21-23 new teachers participated in conferencing during planning time, debriefings after observations took place. Topics included: bell ringers, setting lesson objectives, objectives visual and verbal, wait time and use of resources provided, checking for understanding and maximizing class time.	Dec. 4 and 5 new teachers will receive classroom visitations, debriefing and an after school training on updating Student Learning Objectives	
	<b>As of 2/20/14</b>	.		No additional teaching staff has come on board.		

<b>Goal 2 (Continued)</b> A quarterly, comprehensive professional development plan will be developed, implemented and evaluated.		2c. Administrators will receive support in implementing the <b>teacher evaluation system</b> with fidelity and a sustained focus on improving classroom instruction	Lead partner has completed one short cycle with each of the 4 administrators. After the observation notes are reviewed to build fidelity of observations among 4 administrators.	Lead partner will complete another cycle of observations with the 4 administrators with a debriefing meeting during the long observation process.	Lead partner will complete a short and long cycle observation with each of the 4 JMCHS administrators.	<u>Turnaround Principle #2:</u> Ensure that teachers are effective and able to improve instruction.
	<b>As of 10/3/13</b>				The next cycle of observations will be October 22 and 23, 2013.	
	<b>As of 11-14-13</b>			Lead partner completed a long cycle observation with each of the 4 JMCHS administrators on October 22 and 23, 2013. 4 discussions with administrators regarding teacher ratings on the IPS Teacher Effectiveness Rubric 2.0.	The next cycle of observations will be December 4 <sup>th</sup> and 5 <sup>th</sup>	

<b>Goal 2 (Continued)</b> A quarterly, comprehensive professional development plan will be developed, implemented and evaluated	<b>As of 12-18-13</b>			Lead partner completed the next cycle of observations with the 4 administrators on December 4 and 5, 2014.  Lead Partner and Administrators participated in Team Walkthroughs. Administrator completed 7 walkthrough which included debriefings. Lead partner and Administrator developed a two week cycle for walkthroughs in which all teachers will be observed. SEE ATTCHED	Implement the Two week walkthrough cycle plan.	
	<b>As of 2-20-14</b>			Lead Partner and Administrators participated in Team Walkthroughs using a two week cycle. Following the walk through team debrief. Administrators were introduced to a Math "Look Fors" to utilize during walkthroughs. Please see attached "Look Fors".	Continued two week walkthrough cycle. Administrators were asked to bring completed forms to A-Team meeting to review as a team. Please see attached schedule.	

<b>Goal 3</b> The Master Schedule will be initially refined and continually monitored to:		3a. The first three changes listed to the left will be integrated into the <b>first semester's Master Schedule.</b>	Master Schedule from the 2012-13 school year.	2013-14 Master Schedule includes the following:		<u>Turnaround Principle #3:</u> Redesign the school day, week, or year.
<ul style="list-style-type: none"> <li>increase students' opportunities to master ELA content prior to the ELA ECA exam;</li> </ul>				*Double period, that is back to back for 10 <sup>th</sup> Grade English. *Lab course for ECA courses for students not passing the ECA.		
	As of 3-21-14			Targeted student will participate in tutoring during the school day. Targeted students will participate in tutoring after school.	Acuity Predictor C scores will be compared to ECA score. To evaluate the effectiveness of the tutoring.	
<ul style="list-style-type: none"> <li>increase time for collaborative planning and work among HS ELA and Math, and Middle School, teachers during the school day;</li> </ul>				*Common planning time for H.S. ELA, Math, and Middle School teachers during the school day.		
	As of 3-21-14			PLCs and Faculty Meetings are now Standing meetings on Wednesdays. All meetings will be held on this day so that Teachers can set this day aside.	Hold meetings on Wednesday to increase attendance.	
<ul style="list-style-type: none"> <li>Re-locate Middle School students to one common area and minimize their movement throughout the school during the day.</li> </ul>				*Middle School students have been relocated to one common area.		

<b>Goal 3 (Continued)</b> The Master Schedule will be initially refined and continually monitored to: <ul style="list-style-type: none"> <li>provide opportunities for students to practice technology skills needed to be successful on high-stakes exams</li> </ul>	<b>As of 10-3-13</b>	Minimal structured progress		Information has been provided to the principal on a website that provides practice on skills needed for high stake exams. Teachers believe in this website. Principal is looking for funds. iPads have not been distributed.		
	<b>As of 11-14-13</b>			Most Individuals selected for IPADS have received them.  Schedules have been created for classes to utilize computer labs to practice technology skills. Website based programs have been identified for purchase. School is waiting for Title one funds. Math Class is currently using TenMarks website to provide targeted skill practice.	Ensure all selected IPAD Teachers receive them and go through a training.  Obtain a written copy of schedule for computer lab that focuses on technology skill. Continue use of TenMarks in Math Class. Secure data from the system.	
	<b>As of 2/20/14</b>			Middle school students utilize Acuity online weekly in math class. Students also utilize Acuity online one time per week in Success	Utilize Essay Scorer software for ELA 10 and middle school ELA classes. Develop writing intervention groups and plans from the data.	

<b>Goal 3 (Continued)</b> The Master Schedule will be initially refined and continually monitored to: <ul style="list-style-type: none"> <li>• provide opportunities for students to practice technology skills needed to be successful on high-stakes exams</li> </ul>	<b>As of 3-21-14</b>			Software programs are in use in classrooms. Certain classes use IPADs in classrooms. Certain classes utilize computer labs.	Continue to utilize software programs in classrooms and labs.	
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<ul style="list-style-type: none"> <li>provide highly targeted support for high-stakes exams or graduation outside of regular school hours, and</li> </ul>	As of 10-3-13	Minimal structured progress		ECA University will be utilized as the after school hours support. No planning has taken place at this time.		
	As of 11-14-13			ECA University has been planned. Waiting on Title one funds.	Research and consider strategies to provide targeted support to students outside of the school day with existing funding.	
	As of 12-18-13			Amendment to Title I plan submitted to district to re-allocate funds for after school instruction		
	As of 2/20/14	Minimal structured progress on extended day programming.				
	As of 3-21-14			After school tutoring and during the school day tutoring has been planned for targeted students with existing funds.	Acuity Predictor C score will be compared to ECA score. To evaluate the effectiveness of the tutoring.	
<ul style="list-style-type: none"> <li>Provide targeted, small-group, sustained support for identified students throughout the school day.</li> </ul>	As of 10-3-13	Minimal structured progress				
	As of 11-14-13			Indy Learning Center Tutors are supporting students through ECA Lab classes. Tutors are utilizing focus standards identified from Predictor A.	Analyze Data from Predictor B. Identify focus standards. Provide information to Indy Learning Center Tutors to provide targeted support.	

<ul style="list-style-type: none"> <li>• (continued) Provide targeted, small-group, sustained support for identified students throughout the school day.</li> </ul>	As Of 12-18-13			Indy Learning Centers tutors utilized to meet individually ECA re-testers using targeted materials	Re-group middle school students using data from Predictor B	
	As of 2/20/14			Indy Learning Center tutors pushing into ECA Lab courses. Instructional Coaches working with small groups in middle school math and ELA classes		
	As of 3-21-14			Indy Learning Center was released from their tutoring contract at JMCHS. The money will be used to hire teachers for focused tutoring, beginning with Seniors needing to pass one or both of the ECAs	Monitor Senior progress.	

<p><b>Goal 3 (Continued)</b> The Master Schedule will be initially refined and continually monitored to:</p> <ul style="list-style-type: none"> <li>• increase students' opportunities to master ELA content prior to the ELA ECA exam;</li> <li>• increase time for collaborative planning and work among HS ELA and Math, and Middle School, teachers during the school day;</li> <li>• re-locate Middle School students to one common area and minimize their movement throughout the school during the day;</li> <li>• provide opportunities for students to practice technology skills needed to be successful on high-stakes exams</li> <li>• provide highly targeted support for high-stakes exams or graduation outside of regular school hours, and</li> <li>• provide targeted, small-group, sustained support for identified students throughout the school day.</li> </ul>		<p>3b. Systems will be established and implemented to continually <b>monitor and refine the design of the school day – or master schedule</b> – as needed throughout the school year to maintain balance and optimal instructional.</p>	<p>2013-14 Master Schedule.</p>	<p>As of 9-20-13 the Master Schedule has been adjusted to address student needs: *7<sup>th</sup> and 8<sup>th</sup> Gr. Reading classes have been re-organized to reflect SRI reading level groups. *Students not passing the ECA courses have and continue to be moved in to Lab courses for intervention.</p>	<p>Continue to monitor enrollment information to quickly move students into classes needed for graduation.</p>	
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<p><b>Goal 3 (Continued)</b> The Master Schedule will be initially refined and continually monitored to:</p> <ul style="list-style-type: none"> <li>• increase students' opportunities to master ELA content prior to the ELA ECA exam;</li> <li>• increase time for collaborative planning and work among HS ELA and Math, and Middle School, teachers during the school day;</li> <li>• re-locate Middle School students to one common area and minimize their movement throughout the school during the day;</li> <li>• provide opportunities for students to practice technology skills needed to be successful on high-stakes exams</li> <li>• provide highly targeted support for high-stakes exams or graduation outside of regular school hours, and</li> <li>• provide targeted, small-group, sustained support for identified students throughout the school day</li> </ul>	<p><b>As of 11-14- 13</b></p>			<p>Review of Master Schedule has taken place with changes: - A second 8<sup>th</sup> Grade resource class has been created to enhance opportunities for targeted small group instruction. -The number of students in the second semester Algebra I class has been addressed to reduce the number of students. -Sp.Ed. Compliance Staff member has updated courses needed for students second semester.</p>	<p>Utilize new Sp.Ed course needs to ensure correct number of course offering are available second semester. Ensure the correct number of courses are available to Seniors.</p>	
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<p><b>Goal 3 (Continued)</b>  The Master Schedule will be initially refined and continually monitored to:</p> <ul style="list-style-type: none"> <li>• increase students' opportunities to master ELA content prior to the ELA ECA exam;</li> <li>• increase time for collaborative planning and work among HS ELA and Math, and Middle School, teachers during the school day;</li> <li>• re-locate Middle School students to one common area and minimize their movement throughout the school during the day;</li> <li>• provide opportunities for students to practice technology skills needed to be successful on high-stakes exams</li> <li>• provide highly targeted support for high-stakes exams or graduation outside of regular school hours, and</li> <li>• provide targeted, small-group, sustained support for identified students throughout the school day</li> </ul>	<p><b>As of 12-18-13</b></p>			<p>Lead Partner has worked directly with the Principal, Special Education Department and School Counselors to ensure students are in the correct courses and that the master schedule maximizes the resources available to school. This is a work in progress.</p>	<p>Lead Partner will return to JMCHS Jan. 13, 2014, to assist in addressing unforeseen issues with student schedules.</p>	
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<p><b>Goal 3 (Continued)</b>  The Master Schedule will be initially refined and continually monitored to:</p> <ul style="list-style-type: none"> <li>• increase students' opportunities to master ELA content prior to the ELA ECA exam;</li> <li>• increase time for collaborative planning and work among HS ELA and Math, and Middle School, teachers during the school day;</li> <li>• re-locate Middle School students to one common area and minimize their movement throughout the school during the day;</li> <li>• provide opportunities for students to practice technology skills needed to be successful on high-stakes exams</li> <li>• provide highly targeted support for high-stakes exams or graduation outside of regular school hours, and</li> <li>• provide targeted, small-group, sustained support for identified students throughout the school day</li> </ul>	<p><b>As of 2-20-14</b></p>			<p>Lead Partner returned on Jan. 13<sup>th</sup>. Worked directly with Sp.Ed. Compliance Officer to ensure Teachers and Students were in the correct classes. Utilizing ECA Data. Assurances were made that students were in the correct ECA Lab.</p>	<p>Continue to monitor and adjust student schedules expediently.</p>	
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<p><b>Goal 4</b>          ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content</p>		<p>4a. A semester schedule and agenda for <b>collaborative planning and work sessions among ELA and Math teachers</b>. Agendas must include understanding WHAT must be taught, how this learning will be measured, high-impact instructional strategies, reviews of student work and plans for students who are not mastering content.</p>	<p>Limited process utilized during the 2012-13 school year.</p>	<p>ELA and Math Teachers have common planning time during the school day. The teachers also participate in weekly a PLC on Tuesdays during the school day. On the first and third Wednesday of the month teachers participate in profession development on high impact strategies to strengthen core instruction.</p>	<p>MS Reading and Math Teachers, H.S. ELA and Alg. I Teachers, coaches and Lead Partner are developing weekly bell ringer lessons with a Friday Formative Assessment focused on standards. Lessons began in the MS classroom on Monday, September 23, 2013. Lessons will begin in HS classroom on Monday, September 28, 2013. Data will be analyzed each week to adjust instruction. Standards have been calendared out through December</p>	<p><u>Turnaround Principle #4:</u>          Strengthen the school's instructional program based on student needs.</p>
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<p><b>Goal 4 (continued)</b>          ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content</p>	<p><b>As of 10-3-13</b></p>	<p>4a (continued). A semester schedule and agenda for <b>collaborative planning and work sessions among ELA and Math teachers.</b>          Agendas must include understanding WHAT must be taught, how this learning will be measured, high-impact instructional strategies, reviews of student work and plans for students who are not mastering content.</p>			<p>Majority of the teachers did not administer the formative assessment. Beginning October 21<sup>st</sup>, mandatory meetings will begin to train teachers on the bell ringers and the formative assessment. A spreadsheet will be given to the teachers with student names and questions identified by standard. Data Chats will begin October 28<sup>th</sup>.</p> <p>Success Lesson plan for MS classes are being developed during Intersession by Coaches, Teachers and Lead Partner. developed for second semester.</p>	
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<p><b>Goal 4 (continued)</b>          ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content</p>	<p><b>As of 11-14-13</b></p>	<p>4a (continued). A semester schedule and agenda for <b>collaborative planning and work sessions among ELA and Math teachers.</b>          Agendas must include understanding WHAT must be taught, how this learning will be measured, high-impact instructional strategies, reviews of student work and plans for students who are not mastering content.</p>		<p>Oct. 22<sup>nd</sup> MS Teachers received a review of the Success Lesson plans developed during Intersession. Copies of the lesson plans and materials were provided to the Teachers.</p> <p>Math and ELA Teachers participated in Bell Ringer/ Formative assessment PD on Oct. 21 and 28<sup>th</sup>, Nov.5<sup>th</sup>.</p> <p>Oct. 29<sup>th</sup> PLC focused on Constructed Response Student Work Samples. Nov.5<sup>th</sup> all Sp.Ed. co-Teachers received training on different instructional models.</p> <p>Nov. 12 PLC focused on Accommodations and Modifications of I.E.P. students. Teachers brought their student work to the PLC to use.</p> <p>Teachers have received list of focus standards from Predictor A to assist in targeted instruction.</p>	<p>Continue Math and ELA Bell Ringer/Formative Assessment PD twice a month.</p> <p>Follow through with drafted PD calendar.</p>	
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<b>Goal 4 (Continued)</b> ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content	<b>As of 11-14-13</b>	4a (continued). A semester schedule and agenda for <b>collaborative planning and work sessions among ELA and Math teachers.</b> Agendas must include understanding WHAT must be taught, how this learning will be measured, high-impact instructional strategies, reviews of student work and plans for students who are not mastering content.		PD has taken place with bell ringers/ formative assessments. Please see attached data on teacher attendance, submission of data by the teachers and student data on formative assessments.  Data Chats did begin on October 30th and have taken place on Nov. 6 <sup>th</sup> and Nov. 13 <sup>th</sup> . Please see attached Data Chat Form.	Continue PD on bell ringers/formative assessments.  Provided Teachers focus standards from Predictor B  Provide PD to Administrators to strengthen Data Chat Skills.	
	<b>As of 2-20-14</b>			Increase of support to ELA and Math Teachers began in Feb. One on One Lesson Planning on every other Tuesday is taking place. To further strengthen Data Chats the content consultant attends virtually. Please see example Agendas from meetings.	Continue support of ELA and Math Teachers.	
	<b>As of 3-21-14</b>			During the month April Teachers will begin the use of Corrective Instruction	Begin implementation of Corrective Instruction.	

<b>Goal 4 (Continued)</b> ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content		4b. Establish and implement an authentic, helpful system for reviewing and providing regular feedback to Math and ELA teachers. Establish and implement an authentic, helpful system for reviewing and providing regular feedback to Math and ELA teachers in regard to lesson plans and evaluation of student work, regard to <b>lesson plans</b> and evaluation of student work.	Limited formalized system during the 2012-13 school year.	Each of the four JMCHS Administrators review weekly lesson plans and provide feedback to staff members.	JMCHS will further formalize their review of lesson plans by requiring work samples from students during weekly reviews.	<u>Turnaround Principle #4:</u> Strengthen the school's instructional program based on student needs.
	<b>As of 11-14-13</b>			Student work samples were required for the Oct. 29 <sup>th</sup> PD on constructed response. See follow up email by AP.	Administrators will further formalize their review of lesson plans by requiring work samples from students during weekly reviews. Administrators will send an email to the teachers they observe regarding process.	
	<b>As of 2-20-14</b>			Administrators tell lead partner they are collecting and reviewing lesson plans.	Recommend Administrators review collected documents at Administrative Team meeting to develop continuity in responses to teachers.	

<b>Goal 4 (Continued)</b> ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content	As of 3-21-14			New Principal on campus February 17 <sup>th</sup> . Lesson Plan system is being monitored by Principal	Collect and monitor lesson plans.	
		4c. Provide professional development on high-impact teaching strategies for critical skills in collaboration with JMCHS coaches, department or grade level chairs, including the modeling of instructional strategies in teachers' classrooms.	Limited professional development during the 2012-13 school year.	Faculty Meetings have been reorganized to include fifty minutes of Professional Development that will be focused on high impact strategies that will strength core instruction. Faculty Meetings will take place on the first and third Wednesday of the month.	The first Professional Development will take place on October 2, 2013. It will be presented collaboratively by the Reading Coach and Lead Partner. A detailed calendar will be developed reflecting the dates and topics between Oct. and December. A draft calendar will be developed for second semester.	<u>Turnaround Principle #4:</u> Strengthen the school's instructional program based on student needs.

<b>Goal 4 (Continued)</b> ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content	<b>As of 11-13-14</b>	4c (continued). Provide professional development on high-impact teaching strategies for critical skills in collaboration with JMCHS coaches, department or grade level chairs, including the modeling of instructional strategies in teachers' classrooms.		<p>Constructed Response Professional Development will take place on October 2, 2013. It was presented collaboratively by the Reading Coach and Lead Partner. A detailed calendar has been developed reflecting the dates and topics between Oct. and December. Please see attached PD calendar.</p> <p>Oct. 29<sup>th</sup> PLC required all teachers to bring student work samples.</p> <p>Administrator walk through schedule has been developed to support PD. Please see attached PD calendar.</p>	<p>A draft PD calendar will be developed for the second semester.</p> <p>November 20<sup>th</sup> PD has been planned on Annotation of the Text for the after school faculty meeting.</p>	
	<b>As of 12-18-13</b>			<p>Lead Partner and Academic Coach presented "Marking the Text" on November 20<sup>th</sup> during the faculty meeting.</p> <p>JMCHS Coaches presented "Ways to celebrate students successes" on December 4<sup>th</sup> during a faculty meeting.</p>	<p>The January Calendar for PD has been developed for the ELA and Math Teachers. SEE ATTACHED</p> <p>Faculty Meeting PD Calendar for January has been developed. SEE ATTACHED.</p>	

<b>Goal 4 (Continued)</b> ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content	<b>As of 2-20-14</b>	4c (continued). Provide professional development on high-impact teaching strategies for critical skills in collaboration with JMCHS coaches, department or grade level chairs, including the modeling of instructional strategies in teachers' classrooms.		Staff Development continues to be a focus of the JMCHS Administration, Coaches and Lead Partner. Please see attached calendar.	Teacher walk throughs during PLCs are now utilized in an effort for Teachers to see Teachers using high impact instructional strategies.	
	<b>As of 3-21-14</b>			Teachers will receive Professional Development on Corrective Instruction beginning in April.	Monitor implementation of Corrective Instruction.	

<b>Goal 4 (Continued)</b> ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content		4d. Research, collaborate with teachers, and finalize an evidence-based recommendation for additional reading intervention resources prior to award of this grant.	Minimal structured progress.	Research, collaborate with teachers, and finalize an evidence-based recommendation for additional reading intervention resources.	Place this item on the ILT agenda to begin the work.	<u>Turnaround Principle #4:</u> Strengthen the school's instructional program based on student needs.
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<b>Goal 4 (Continued)</b> ELA and Math instruction will include the appropriate learning standards, high impact strategies; reflect an awareness of individual students' current needs and strengths, formative assessment, and plans for addressing students who do not master content	<b>As of 11-13-14</b>			Research, collaborate with teachers, and finalize an evidence-based recommendation for additional reading intervention resources. This item has been placed on the ILT agenda and is reflected in the 11-13-13 minutes.	Follow through with the Research, collaborate with teachers, and finalize an evidence-based recommendation for additional reading intervention resources. Follow through will be reflected in the ILT minutes.	
	<b>As of 2/20/14</b>			Team has reviewed reading intervention resources. ELA coach has findings to present at March ILT meeting.		

<b>Goal 5</b> The responsibility for leading the organization, analysis and application of ongoing student data (summative and formative assessments, attendance and discipline) will transition from Lead Partner to JMCHS administrators, and teacher leaders effective the 2 <sup>nd</sup> semester		5a. Lead Partner and JMCHS personnel will work collaboratively to <b>organize, analyze, and apply spring and summer 2013 data</b> , as well as first semester information, to instructional planning and services provided for students.				<u>Turnaround Principle #5:</u> Use data to inform instruction and for continuous improvement
	<b>As of 11-13-13</b>			Formative Assessment Data from Weekly test is analyzed at weekly Data Chats held with Teacher, Administrator and lead partner. Focus standards have been provided to teachers from Predictor A.	Developed a Standards calendar for the third nine weeks that includes bell ringers and formative assessments. Organize focus standards from Predictor B for Teachers.	
	<b>As of 12-18-13</b>			Developed a Standards calendar for the third nine weeks that includes bell ringers and formative assessments. Organize focus standards from Predictor B for Teachers. First Ten minutes of Class has been restructured. It includes teachers using a tracker each period to monitor ID/dress code and supplies. Automated discipline referral tracker is in use by Associate Principal, Assistant Principal and MS GLC supervisor. SEE ATTACHED	Implement standards calendar. Fully implement "First ten minutes of class procedures." Fully implement automated discipline referral tracker.	



<b>Goal 5 (continued)</b> The responsibility for leading the organization, analysis and application of ongoing student data (summative and formative assessments, attendance and discipline) will transition from Lead Partner to JMCHS administrators, and teacher leaders effective the 2 <sup>nd</sup> semester	<b>As of 2-20-14</b>			The implementation and minor adjustment to new school procedures are being reinforced by administration. Data is being reviewed by the administrative team when team meets. Please see attached reports on discipline referral data, tardy data. Formative assessment data is review weekly with adjustments to instruction. Student are now keeping a Data resume in Math and ELA classes. HS. Predictor B and MS Predictor C is used to group students for instruction. Please see attached.	Continue to actively enforce the new school procedures.	
	<b>As of 3-21-14</b>			Analysis of the 2014 cohort and the 2016 cohort has been updated.	Use updated information to plan April tutoring.	

<b>Goal 6</b> Implement effective discipline management and student support systems as measure by faculty, staff and student surveys, the number and types of discipline referrals, content taught during SUCCESS periods, and interventions implemented as a result of the Student Assistance Team.		6a. Clarify and post school-wide routines, procedures and expectations related to both operations and discipline for all within their first week at school.	PBSI routines and procedures have been developed and post.	Communicate PBSI selection of focus areas for improvement and data collection process.	Collect data on focus area. Share data with faculty utilizing time in faculty meetings.	<u>Turnaround Principle #6:</u> Establish a school environment to improve school safety and discipline.
	As of 10-3-13				Week of October 7 <sup>th</sup> , school collected data on students in dress code and student in possession of ID. Limited data was available at time of this report.	
	As of 11-14-13			MS Teachers collect data on focus behavior one period weekly. Please see attached tracker.  Source-JMCHS Associate Principal  Hall supervision schedule has been created and distributed to staff members. AP and Associate Principals are supervising between periods.  Priority list of supervision has been created with the JMCHS Police Team.  Automated discipline tracker system in place in HS. Please see attached	Focus on strategies to strengthen PBIS in MS and HS.  Continue to focus on ways to improve Hallway behavior by ensuring supervision schedules are followed.  Continue to strengthen automated discipline referral system.	

<b>Goal 6 (Continued)</b> Implement effective discipline management and student support systems as measure by faculty, staff and student surveys, the number and types of discipline referrals, content taught during SUCCESS periods, and interventions implemented as a result of the Student Assistance Team.		6b. Establish, publish and monitor the “behind-the-scenes” systems needed to uphold and reinforce discipline expectations and consequences as communicated to students.	Written materials are in development stages. Student assemblies have taken place. *Seventh grade 8/6/13, *Eighth grade 8/7/13, *High School 8/8/13 and 8/9/13. *Seventh and eighth grade have assemblies every other Friday during Success.  Source-JMCHS Administration	Accurately track discipline referrals. To use real time data to develop solutions regarding student behavior.	Provide written expectation to disciplinarians on process to follow in regards to discipline referral process.	<u>Turnaround Principle #6:</u> Establish a school environment to improve school safety and discipline.
	<b>As of 10-3-13</b>			Principal provided written expectations on the referral process to Dean’s office, Associate Principal and Assistant Principal. Further explanation and reinforcement is required in regarding use of automated discipline referral tracking system. See attached documentation.		

<b>Goal 6 (Continued)</b> Implement effective discipline management and student support systems as measure by faculty, staff and student surveys, the number and types of discipline referrals, content taught during SUCCESS periods, and interventions implemented as a result of the Student Assistance Team.	<b>As of 12-13- 13</b>			Adjustments to supervision of hallways which lead to discipline. Temporary ID Process to decrease disciplines. Draft of discipline consequences. Detention process created.	Monitor the adjustments to supervision of hallways which lead to discipline. Temporary ID Process to decrease disciplines. Draft of discipline consequences. Detention process created. See Attached.	
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<p><b>Goal 6 (Continued)</b> Implement effective discipline management and student support systems as measure by faculty, staff and student surveys, the number and types of discipline referrals, content taught during SUCCESS periods, and interventions implemented as a result of the Student Assistance Team.</p>	<p><b>11-14-13</b></p>	<p>6b (continued). Establish, publish and monitor the “behind-the-scenes” systems needed to uphold and reinforce discipline expectations and consequences as communicated to students.</p>		<p>Automated discipline referral is in full implementation. See attached data.</p> <p>MS continues to learn the use of the system.</p> <p>Suspension data is tracked and provided to the administrative team.</p>	<p>Discipline Team will use the data from the HS automated discipline referral system to support students that are struggling.</p> <p>Continue to train MS administrators on the use of the automated discipline referral system. MS administrators will submit weekly data to lead partner for data analysis that will immediately be sent to administrators.</p> <p>Use suspension data to support struggling students.</p>	
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<b>Goal 6 (Continued)</b> Implement effective discipline management and student support systems as measure by faculty, staff and student surveys, the number and types of discipline referrals, content taught during SUCCESS periods, and interventions implemented as a result of the Student Assistance Team.	<b>As of 12-18-13</b>	6b (continued). Establish, publish and monitor the “behind-the-scenes” systems needed to uphold and reinforce discipline expectations and consequences as communicated to students.		The Student Assistance Team is now meeting weekly. Members of the Administrative team struggles with the input of discipline referrals. Increased support has been provided. A new Frist 10 minutes of class procedures for Teachers and Students has been developed. The focus is to have students in class. SEE ATTACHED. Discipline Assistance Team has met.	Focus on the implementation of First 10 minutes of class for Teachers and Students. See Attached.	
	<b>As of 2-20-14</b>			The implementation of new school procedures has begun. AM and PM supervision schedules, Between period supervision schedule, first ten minutes of class procedures, Tardy process, detention process. Please see attached documents.	Continue to monitor and enforce new procedures.	
	<b>As of 3-21-14</b>			Adjustments to procedures. No students out in hallways first ten minutes of class.	Monitor and enforce new procedures.	

<b>Goal 6 (Continued)</b> Implement effective discipline management and student support systems as measure by faculty, staff and student surveys, the number and types of discipline referrals, content taught during SUCCESS periods, and interventions implemented as a result of the Student Assistance Team.		6c. Identify and schedule social, life and school-related skills to be taught during SUCCESS periods in alignment with the natural rhythm of the school year.	Minimal structured progress.	Deliver social skills curriculum to students during Success period.	Organize a committee to research and select a social skills curriculum.	<u>Turnaround Principle #6:</u> Establish a school environment to improve school safety and discipline.
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<b>Goal 6 (Continued)</b> Implement effective discipline management and student support systems as measure by faculty, staff and student surveys, the number and types of discipline referrals, content taught during SUCCESS periods, and interventions implemented as a result of the Student Assistance Team.	<b>As of 11-14-13</b>	6c (continued). Identify and schedule social, life and school-related skills to be taught during SUCCESS periods in alignment with the natural rhythm of the school year.		Individuals have been identified to deliver social skills in the HS. Please see ILT minutes.  MS has identified a social skills curriculum.	Identify skills to be addressed as students approach upcoming school-wide events (for example: behavior at assemblies.	
	<b>As Of 12-18-13</b>			12/17/13 staff trained on implementing changes in behavior support systems.	1/6/14 student assemblies to explain changes in behavior support systems. Strategies focus on both rewards and consequences.	
	<b>As of 2/20/14</b>			Entire staff implemented PBIS trackers focused on two areas of student preparation. Student incentives have been provided and school "store" established to distribute incentives	Secure additional incentive items and funding to sustain the use of incentives for PBIS	



<b>Goal 6 (Continued)</b> Implement effective discipline management and student support systems as measure by faculty, staff and student surveys, the number and types of discipline referrals, content taught during SUCCESS periods, and interventions implemented as a result of the Student Assistance Team.		6d. Student Assistant Team (SAT) will meet weekly to develop and review in-depth interventions for chronically absent or other high-need students. Protocols and strategies will build from those taught last year by Dr. Howard Knoff, Project Achieve.	Members have been selected for the SAT Team. One meeting has taken place. Team will meet weekly.	Assist targeted students improve attendance. Along with other high-need students.	Minutes from the meeting will be kept. A spreadsheet will be utilized to track students' interventions and successes. *Team meets every Thursday, 9:30-10:30.	<u>Turnaround Principle #6:</u> Establish a school environment to improve school safety and discipline.
	As of 11-14-13			Student Assistant Team has met Oct.31 <sup>st</sup> and Nov. 7 <sup>th</sup> . Please see attached minutes.	Ensure that the SAT meets weekly. System will be created to ensure that Teachers and parents are aware that a student is being assisted through SAT.	
	As of 12-18-13			SAT has met weekly. 12/17/13 staff reminded of process to refer students to SAT		
	As of 2/20/14			SAT continues to meet. Student intervention plans being implemented and monitored by SAT team members.		
	As of 3-21-14			SAT team continues to meet regularly.	Continue to meet regularly.	

<b>Goal 7</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.		7a.The website will be updated monthly to include all relevant information including graduation requirements, school calendar information (Including dates for high-stakes exams, holidays, report cards, athletic, ROTC, and musical events), faculty and staff names, enrollment procedures, etc.	Minimal structured progress on website. School calendar is in place with Lead partner completing.	Increase the level of communication at JMCHS by posting 2 monthly calendars throughout the school year.	Continue to communicate with staff that school events must be posted on the school wide calendar before the event takes place. Reference dates from calendar in the Principal's weekly update.	<u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.
	As of 11-14-13			Website has been updated for November. Office Staff has monthly calendar posted through December.	Continue to insist on the usage of the school calendar posted in the front office.  Continue to ensure the updating of the School Website.	
	As of 12-18-13			Website updated for December.  Postcards mailed to all families introducing new principal.	Continue to communicate transition to new principal to parents and community	
	As of 2/20/14			Website updated for January and February.	Continue to communicate transition to new principal to parents and community	

<b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.	<b>As of 3/21/14</b>			New Principal has implemented system to update website regularly. Staff member takes information from Principal's weekly update to update website on a regular basis.	Continue to implement new system to keep school website up to date.	
		7b. Appropriate signage will continue to be maintained outside and inside of the building to provide user-friendly information and contribute to the sense of proactive customer service.	Bell Schedule is posted, PBIS signage posted. Graduation requirements and maps from 2012-13 are in use.	Administrators sweep hallways regularly to remove old materials.	Post names first nine week honor recipients. Post picture and names of class officers and student council members.	<u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.
	<b>As of 11-14-13</b>			The names first nine week honor recipients are posted. Names of class officers and student council members are posted in the main hallway.	Hold a First nine weeks Honor Roll celebration for MS and HS.  Administrators will continue to sweep hallways regularly to ensure old materials are removed.	
<b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.		7c. Proactive and positive communication will be made to parents of 30 high-need students during the first three weeks of the school year.	Minimal structured progress.	Communicate in a proactive and positive way with parents of high need students.	Document positive communication with the parents of 30 high need Students.	<u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.

<b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.	<b>As of 11-14-13</b>	7c. Proactive and positive communication will be made to parents of 30 high-need students during the first three weeks of the school year.		Assistant Principal Shults sent notes to all 8 <sup>th</sup> Grade students on their report cards. See attached example.	Continue to document positive communication with the parents of 30 high need Students.	
<b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.		7d. Parents of “Missing” students who have not shown up for school within the first three days will be personally notified and plans for 2013-2014 confirmed for that student.	8 member committee formed second day of school. Students divided up among members. Families were personally notified to confirm plans of students.	Contact was/continues to be made with “missing” students.	Attendance team meets weekly. Follow up home visits and letters have been sent to chronically absent students. Team may refer students to SAT for additional resources.  Source – JMCHS Administration.	<u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.
<b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.		7e. Quarterly graduation information sessions will be facilitated for Seniors and their parents.	Spreadsheet developed by Lead Partner to track progress of students in the 2014 Graduation Cohort.	Review every student on the senior list to ensure students are meeting graduation requirements.	Conduct quarterly graduation information session with students and their parents.	<u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.

<b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.	<b>As of 10-3-13</b>	7e. Quarterly graduation information sessions will be facilitated for Seniors and their parents.			AP in charge of 2014 Cohort, working with Student Assistance Team, verify students needing ECA are in correct courses. Conduct quarterly graduation information session. No progress documented	
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<p><b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.</p>	<p><b>As of 10-3-13</b></p>	<p>7e (continued) Quarterly graduation information sessions will be facilitated for Seniors and their parents.</p>			<p>Counselors have reviewed all senior transcripts and courses needed. Status Letters to parents on Graduation requirements, ECA and courses needed. First parent meeting was held on September 19, 2013. Senior Classroom presentations were done through Government and Economics. September 11<sup>th</sup>. Individual Senior conference began September 13<sup>th</sup>. 80% of conferences are completed. After School sessions on ACT registration, NCAA eligibility center and college applications have been held on 5 occasions. September 23<sup>rd</sup> all seniors needing ECA waivers met with Eric Beebe and Jennifer Beeching concerning portfolio and waiver requirements.</p>	
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<b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.	<b>As of 11-14- 13</b>	7e (continued). Quarterly graduation information sessions will be facilitated for Seniors and their parents.		Week of October 25 <sup>th</sup> Counselors have meet with every Senior that had and F on their report card and developed a plan to improve grade/s. During the meeting the parent of the Senior was called, Senior and Counselor signed a formed stating they had met.		
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<b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.		7f. Quarterly graduation information sessions will be facilitated for 2015 Cohort Student and their parents.	September 18, 2013, counselors held first senior parent meeting. The parents of 40 students attended.  Source- JMCHS Administration		Organize data to conduct quarterly graduation information session for 2015 cohort students and their parents.	<u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.
	As of 11-14-13			Oct. 23 <sup>rd</sup> Purdue University Rep. met with 30 students. Oct. 24 <sup>th</sup> 8 students signed up for the NCWA. Oct. 24 <sup>th</sup> 22 students applied for the Ivy Tech ASAP Program. Oct. 26 <sup>th</sup> 44 students took the ACT. Nov. 1 <sup>st</sup> Transcripts were reviewed by Lead Counselor and the program director of Ivy Tech. Nov. 1 <sup>st</sup> 7 students applied for the IU groups program. Nov. 5 <sup>th</sup> 21 students visited Indiana State University. While on campus students ate lunch with JMCHS graduates. Nov. 12 <sup>th</sup> 2 students applied for the Lilly Endowment Scholarship Program. Nov. 14 <sup>th</sup> 35 students met with University of Indianapolis.	Conduct Senior Parent Meeting Thursday, November 21, 2013.  Organize February 20, 2014 and April 10, 2014 Meetings for Seniors.	



<b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.	<b>As of 12-18-13</b>	7f. Quarterly graduation information sessions will be facilitated for 2015 Cohort Student and their parents.		Senior parent meeting held on 11-21-13		
	<b>As of 2/20/14</b>			Senior parent meeting held on 2/20/14		
	<b>As of 3-21-14</b>			Please see attached plan for the 2014 Graduation Rate.	Monitor Plan	

<p><b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.</p>	<p><b>As of 11-14- 13</b></p>	<p>7g. Establish relationships with two additional community partners who can begin supporting students' opportunities to increase their career or college readiness beginning with the 2nd semester, for example, online dual credit opportunities.</p>	<p>Principal is attending the Far Eastside Action Coalition. The group is developing a plan to partner with their Clean for Green program. Which provides employment and mentoring to students.</p> <p>Source –JMCHS Principals</p>	<p>Richard Davis, 1984 graduate and owner of Davis Casket Co., has agreed to support JMCH Honor Roll Breakfast's for the remainder of the year. He has also purchased uniforms for the girls' basketball team. He has also agreed to be on the Community Action Team.</p> <p>Stop the Violence Indy is working with the JMCHS social workers to bring in their Strengthening Families program. This will work with both students and their families.</p> <p>Far Eastside Action Coalition (FEAC)-Principal has attended two of their monthly meetings and begun initial plans about partnering with the Clean for Green program. Due to meeting conflicts, Principal was unable to attend the November meeting to follow up..</p>	<p>Update: Zeta Phi Beta Sorority has made initial contact about adopting the school. Principal will have a meeting with the chapter president Tuesday, November 19<sup>th</sup>.</p> <p>Update: on Stop the Violence Indy Program.</p>	<p><u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.</p>
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<b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.	As of 3-21-14			The new Principal has the following events scheduled. Please see attached flyers: Community Meeting Wednesday, March 20, 2014, Business Partners April 8, Kiwanis April 1 <sup>st</sup> , CAFÉ Meeting and Community Day, Indianapolis Police Department March 29 <sup>th</sup>	Will continue to build relationships with the school community.	
<b>Goal 7 (Continued)</b> Proactive structures for increasing positive and productive communication with parents and community members will be established and executed.		7h. A JMCHS Community Action Team, including all interested community partners and parent leadership, will meet quarterly to review school and community strengths and needs and determine appropriate next steps to best support the school and community.	Parent liaison held community council meetings last during the 2012-13 school year.		Organize Community Action Team	<u>Turnaround Principle Targeted #7:</u> Provide ongoing mechanisms for family and community engagement.
	As of 11-14-13  As of 3-21-14			Richard Davis, 1984 graduate and owner of Davis Casket Co., has agreed to be on the Community Action Team.  The new Principal has taken an active role in connecting with the school community. She will represent J.M.C.H.S. at 6 community events by the end of April.	Plan a Community Action Team Meeting.  Continue to build relationships with the school community.	
<b>Goal 8</b>						
<b>Goal 9</b>						
<b>Goal 10</b>						

Core Question 2: Is your school providing appropriate conditions for success? *Common School Indicators						
	Date	Comments	Challenges	Successes	Next steps	Turnaround Principle Alignment
Student Enrollment*	As of 9-20-13	<p>Currently there are 973 students enrolled at JMCHS.</p> <p>*8-13-13 – 1,175 students actively enrolled.</p> <p>*There are 282 students who were enrolled on August 13th who are no longer enrolled.</p> <p>*There are 80 students who were NOT shown as enrolled on August 13th but are now currently enrolled.</p> <p>*These numbers match the current enrollment of 973 (<math>1,175 - 282 = 893</math>; <math>893 + 80 = 973</math>).</p> <p>Source – Lead Partner utilizing IPS system.</p>	Contacting families to verify student enrollment information continues to be a challenge.	8 member Committee formed first week of school to address students that did not show up for school. Members were assigned students to contact. Process has been reported at each meeting.	<p>*Merge “No Show” committee with the Student Assistance Team to continue focusing on student enrollment.</p> <p>*Involve social workers in the process.</p>	1

Student Attendance*	<b>As of 9-20-13</b>	Percent was calculated from the beginning of the school year to 9-20-13. Gr. 7 - 96.85% Gr. 8 - 96.56% Gr. 9 - 93.77% Gr. 10 – 94.56% Gr. 11 – 93.29% Gr. 12 – 96.11%	Student attendance is negatively impacted by student Discipline. Student attendance percent is impacted by student mobility.	Student Assistance Team has been reinstated at JMCHS. This team meets weekly.	Student Assistance Team has a reoccurring agenda item on student attendance. Strategies are developed to assist individual students.	<b>1</b>
	<b>As of 10-3-13</b>	Gr. 7 - 95.29% Gr. 8 - 98.64% Gr. 9 - 93.51% Gr. 10 – 93.39% Gr. 11 – 90.93% Gr. 12 – 95.81% Source –JMCHS Principal utilizing IPS system. Percent does not include suspensions.			No minutes available.	

Student Attendance*	As of 11-12-13	Grade 7- 93.46% Grade 8-97.61% Grade 9-89.75% Grade 10-88.26% Grade 11-87.25% Grade 12-91.69% Source –JMCHS Principal utilizing IPS system. Percent does not include suspensions.		Student Assistance Team in now meeting weekly. Please see attached minutes.	Meetings will include minutes.	
	As of 12-17-13	Grade 7- 93.69% Grade 8-97.6% Grade 9-87.02% Grade 10-87.89% Grade 11-85.45% Grade 12-90.9% Source –JMCHS Principal utilizing IPS system. Percent does not include suspensions.				
	As of 2/20/14	Grade 7- 92.12% Grade 8-95.39% Grade 9-88.85% Grade 10-90.76% Grade 11-87.79% Grade 12-93.14% Source –JMCHS Principal utilizing IPS system. Percent does not include suspensions.				
	As of 3/21/14	Grade 7- 90.13% Grade 8- 93.38% Grade 9-84.67% Grade 10-87.58% Grade 11-86.13% Grade 12-91.79% Source –Eschool ADA/ADM report, IPS system. Percent does not include suspensions.				

Student Suspensions*	<b>As of 9-20-13</b>	There have been 722 suspension days. Please see attached suspension document.	<p>*JMCHS continues to develop strategies to communicate with parents.</p> <p>*Develop alternative consequences to suspension.</p>	<p>*Reorganization of the Discipline referral process. Three administrators are working with students versus one Dean.</p> <p>*PBIS has begun at JMCHS.</p> <p>*automated spreadsheet of daily disciplines provides real time data to staff.</p>	<p>*Strength PBIS participation with all staff members.</p> <p>*Share discipline data with staff to implement school wide strategies.</p> <p>*Utilize alternative consequences to behavior to avoid suspending a student when possible.</p> <p>* Begin Discipline Behavior Team to support students with chronic misbehavior.</p> <p>*Refer appropriate students to the Student Assistance Team.</p>	
	<b>As of 10-3-13</b>	There have been 219 suspension days between 9-24-13 to 10-3-13.		Additional training will take place on the automated spreadsheet	Continue addressing strategies above.	
	<b>As of 11-12-13</b>	There have been 299 suspension days between 10-4-13 to 11-13-13.		Additional training will take place on the automated spreadsheet	Continue addressing strategies above.	

Student Suspensions*	As of 3-21-14	New Principal arrived February 17, 2014, with a focus on student data. Suspension data will now be gathered, analyzed with strategies developed to reduce student suspension.		Faculty Meeting 3-19-14 that addressed student management. Student management is addressed in weekly Principal update.	Monitor data and plan strategies to reduce student suspension.	
Student Expulsions*	As of 9-20-13	There have been two expulsions from JMCHS, both for drugs. One African American male and one African American female. Source – JMCHS Administration	When students are placed at an alternate site, their test scores continue to impact JMCHS	The number of expulsions was under 5 students.	*Students with chronic misbehavior should be referred to SAT for support. *Communicate with parents.	
	As of 10-3-13	No expulsions Source – JMCHS Administration				
	As of 11-14-13	No expulsions Source-JMCHS Administration		A Discipline Team has been established to assist struggling students. Please see attached minutes.	Ensure the Discipline Team Meets regularly.	
	As of 12-18-13	There have been four expulsions from JMCHS. All African American males. Two for drugs and two for weapons other than a gun				
	As of 2/20/14	There have been six expulsions from JMCHS. One African American female for possession of a knife. One African American male for possession of a knife. Three African American males for drugs. One Caucasian male for drugs.				



Student Expulsions*	As of 3-21-14	There are 3 students that are currently recommended for expulsion. Source- JMCHS Assistant Principal				
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**Core Question 3: Is the organization effective and well-run? \*Common School Indicators**

	Date	Comments	Challenges	Celebrations	Next steps	Turnaround Principle Alignment
<b>Staff Attendance</b>	<b>As of 9-20-13</b>	JMCHS has 69 certified staff members. They have taken 53.5 sick or personal days in the first 34 days of school. This works out to be 97.7% teacher attendance. FMLA days and vacancies are not counted in the attendance. Source – JMCHS Principal’s Secretary	Hiring qualified daily substitutes is a challenge.	Recognize staff members with perfect attendance during a pay period at the first or third Wednesday Faculty Meeting.	Formalized recognition of staff members who have perfect attendance during a pay period.	1
	<b>As of 10-3-13</b>	Staff attendance 9-23-13 to 10-3-13 was 97.5% Source – JMCHS Principal’s Secretary				
	<b>As of 11-12-13</b>	Staff attendance 10-21-13 to 11-12-13 was 95%. Source – JMCHS Principal’s Secretary		Recognize staff members with perfect attendance during a pay period at the first or third Wednesday Faculty Meeting.	Formalize recognition of staff members who have perfect attendance during a pay period.	
	<b>As of 12-17-13</b>	Staff attendance 11-13-13 to 12-17-13 was 94.8%. Source – JMCHS Principal’s Secretary		Recognize staff members with perfect attendance during a pay period at the first or third Wednesday Faculty Meeting.		
	<b>As of 2/20/14</b>	Staff attendance 1-13-14 to 2-20-14 was 96.9%. Source – JMCHS Principal’s Secretary		Recognize staff members with perfect attendance during a pay period at the first or third Wednesday Faculty Meeting.		

Staff Attendance	As of 3-21-14	Staff attendance 2-20-14 to 3-18 was 96%. Source-JMCHS Principal's Secretary		The New Principal has started recognizing staff members in the Weekly Update.		
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<b>Staff Retention</b>	<b>As of 9-20-13</b>	78% of the JMCHS certified staff returned when comparing 2012-13 staff to 2013-14 staff.	3 teachers have submitted resignations since school started.	One teacher has been replaced. Recommendation has been submitted to IPS HR department for second teacher. Interviews have begun for the third teacher.	Hire replacement teachers. Provide intense support of new staff members.	1
	<b>As of 10-3-13</b>		One additional teacher has submitted resignation.	Two of the 3 teachers have been replaced from the last reporting.	Principal continues to focus on hiring replacement teachers.	
	<b>As of 11-14-13</b>			JMCHS has three Teacher vacancies: 8 <sup>th</sup> Grade Reading, MS Social Studies and a Special Education Teacher. Principal has and continues to speak with the IPS HR department.	Principal continues to focus on hiring replacement teachers.	
	<b>As of 12-17-13</b>		2 teachers have resigned since 11-14-13	JMCHS has hired an 8 <sup>th</sup> grade social studies teacher. IPS has removed the allocation for the special ed vacancy	Principal continues to focus on hiring replacement teachers.	
	<b>As of 2/20/14</b>		2 teachers have resigned since 12-18-13	JMCHS currently has one special ed, one reading and one science vacancy	Principal continues to focus on hiring replacement teachers.	
	<b>As of 3-21-14</b>		Limited number of applicants are available.	A new Special Education Teacher has been hired. A permanent Sub. Has been hired for 8 <sup>th</sup> Grade Reading.	School continues to interview for a MS Science Teacher	

<b>Professional Development Opportunities</b>	As of 9-20-13	Please see attached document labeled Professional Development. Sign in sheets are on file with Lead Partner	*Time during the school day for Prof. Dev. is a challenge. * Funds to pay Teachers for after school Prof. Dev. is a challenge.	Teachers and Administrators learn together during PLC and Professional Development after school. Master Schedule was planned to ensure all teachers participate in PLC during the school day.		<b>2</b>
	As of 11-14-13			Please See attached list of PD completed and planned through Dec.	Plan PD calendar for second semester.	
	As of 12-18-13			Please see attached list of PD completed through December. SEE ATTACHED	Focus on PD plan for January. See Attached.	
	As of 2-20-14			Please see attached list of PD completed through December. SEE ATTACHED	Focus on PD plan for February. See Attached.	
	As of 3-21-14			MS ELA Teachers were trained on a two week writing plan prior to ISTEP. Within the plan was training on the writing rubric.	All Teachers will be trained on <i>Corrective Instruction</i>	

<b>Administrative Support of Instruction</b>  <b>Time spent in Support of Instruction through Professional Development/ Observation/ Collaboration/Evaluation</b>	As of 9-20-13	<p>*All four JMCHS Administrators participate in the Tuesday PLC with Teachers. Purposely the administrators attend different sessions throughout the day to create side by side learning with the teachers. They then use the information from PLC as they conduct Walk-thrus and observations in classrooms.</p> <p>*Administrators attend the same Professional Development as Teachers. See attached list of PD. Sign in sheets are on file with Lead Partner.</p> <p>*Administrators completed first round of observations meeting timeline.</p> <p>*Administrators have completed one observation cycle with the Lead Partner with a feedback session.</p>	Situations that interrupt plans to attend PLC, Professional Development and observations.	<p>All JMCHS Administrators met the first two observation benchmarks.</p> <p>*Each held a meeting with the teachers they are to observe, with correct paperwork signed.</p> <p>*All Administrators completed first round of observations meeting timelines.</p> <p>Source – JMCHS Principal</p>	<p>Each JMCHS Administrator will complete a second observation cycle with the Lead Partner. The Administrators will begin their next cycle of observations and each will complete 5 by the next monthly report.</p> <p>Beginning Oct. 2, 2013, Faculty Meetings will move from administrative information sessions to:</p> <p>*10 minutes of administrative announcements.</p> <p>*Fifty minutes of Professional Development. PD will be presented collaboratively with JMCHS coaches and Lead Partner.</p>	
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<b>Administrative Support of Instruction</b>  <b>Time spent in Support of Instruction through Professional Development/ Observation/ Collaboration/Evaluation (Continued)</b>	As of 11-14-13			<p>Each JMCHS Administrator completed a second observation cycle with the Lead Partner.</p> <p>JMCHS Administrator has completed the following long observations: Principal Gray- 3 Associate Principal Dinkins- 2 AP Denman-4 AP Shults-5</p> <p>Faculty Meeting have been redeveloped to focus on PD. 10-2-13 PD focused on Constructed Response.</p>	<p>The Administrators will completed an observation cycle with the lead partner Dec. 4<sup>th</sup> and 5<sup>th</sup>.</p> <p>The Administrators will complete a minimum 3 long observations the week of Nov.18, Dec. 2 and Dec. 9.</p> <p>Faculty Meeting planned for November 20<sup>th</sup> with be Annotating the Text.</p>	
	As 2-20-14			<p>Along with the above administrative support of Instruction. A two week cycle for walkthroughs has been developed. Walkthrough forms are to be submitted to the principal on Fridays. Please see schedule. Administrators participate in regularly scheduled Data Chats with the ELA and Math Teachers they observe.</p>	Principal monitor walk throughs of all administrators.	